HW #57 Multiplying Radicals Preview

Geometry

Due Date: Thursday, January 23rd, 2014

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TP: \_\_\_\_\_\_\_

**Failure to show work on all problems or use complete sentences will result in a LaSalle.**

Watch the following video and answer the following questions

[**http://tinyurl.com/GEOMCP57**](http://tinyurl.com/GEOMCP57)

For all of the following rules do the following: 1) Describe the process and 2) Provide an example

1. If something is being put to the 3rd root, what power is that?

Mathematically, we’re asking:

2) Copy the exact process Mr. Khan takes for the example problem he does:

Complete the following problems:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1) | 2) | 3) | | 4) |
| 5) | 6) *Review:* If a rectangle measures 42 meters by 56 meters, what is the length, in meters, of the diagonal of the rectangle? | | 7) What is the slope-intercept form of -3x – y + 7 = 0? | |

*Remember that you can always use old notes, a dictionary, math textbook, and/or look up topics online!*

|  |
| --- |
| 1. *In the past, you have used FOIL or box method to simplify the expression below.* |
|  |
| *Now do the opposite! Take the simplified expression and turn it into its factors (binomials)! If you forget how, use this video:* [**http://tinyurl.com/GEOMCP55B**](http://tinyurl.com/GEOMCP55B) |
| 1. Factor the following quadratic: x2 – 15x + 56. |
| 1. Little tougher: Now factor 2x2 + x – 6. |
| 1. Little tougher still: Factor 3x2 + 15x – 42. |

HW #58 Dividing Radicals Preview

Geometry

Due Date: Wednesday, January 22nd, 2014

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TP: \_\_\_\_\_\_\_

**Failure to show work on all problems or use complete sentences will result in a LaSalle.**

Watch the following video and answer the following questions

<http://tinyurl.com/GEOMCP58>

1. How else can you write ?
2. Complete the following problem as Mr. Khan does in the video.

Try these on your own:

|  |  |  |
| --- | --- | --- |
| 3) | 4) | 5) |

You should approach each problem as an exploration. Problem-solving requires persistence as much as it requires ingenuity. When you get stuck, or solve a problem incorrectly, back up and start over. Keep in mind that you’re probably not the only one who is stuck, and that may even include your teacher. **If you have taken the time to think about a problem, you should bring to class a written record of your efforts, not just a blank space in your notebook**. The methods that you use to solve a problem, the corrections that you make in your approach, the means by which you test the validity of your solutions, and your ability to communicate ideas are just as important as getting the correct answer.

Solve all of the problems on a piece of paper ***STAPLED TO YOUR HOMEWORK.*** If you are stuck and cannot answer a question, write at least three complete sentences about the problem and what you do know. Use at least one of the sentence starters below:

1. Even though I am stuck, I do know…and I think I should…because…
2. I am stuck because I do not know what \_\_\_\_\_ means. I think it means…so I tried…
3. I got this answer but I think it is wrong because…

*Remember that you can always use old notes, a dictionary, math textbook, and/or look up topics online!*

|  |
| --- |
| 1. You are standing at the coordinate (-2, 4). Which coordinate is closer to you: (-6,9) or (4, -1)? |
| 1. How much wood would a wood chuck chuck if a wood chuck could chuck wood at a speed of 3 logs per hour, but the wood chuck insisted on taking a break every 15 minutes and only working for 7 hours? |
| 1. How many cans can a canner can if a canner can can cans following the linear function f(x) = 4x + 20 where x represents the number of hours he’s worked and he’s worked for 14 hours? Does this function make sense describing the scenario it currently describes? Why or why not? |